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ABSTRACT

This manual was developed in conjunction with the implementation of the Colorado Effective Education Model, a systems change project designed to develop best educational practices for students with severe disabilities in inclusive settings. The manual presents adaptations to better meet secondary level students' goals and objectives and describes processes for identifying student outcomes within the context of regular education curriculum/activities. Introductory sections offer general guidelines for designing curricular adaptations to enhance learners' participation and level of mastery, and offer guidelines for designing noncurricular adaptations in the environment, materials, assistance, and presentation. A decision-making framework for using adaptations is provided, followed by a case study applying the framework. A chart then lists curricular outcomes, activities, basic proficiencies, and adaptations in the areas of: (1) English/language arts (communications/basic composition, American literature, poetry, and world literature); (2) social studies (current events and family living); (3) science (life science and ecology); (4) Spanish; (5) mathematics (basic math and geometry); (6) theater; (7) computer keyboarding; (8) choir; (9) weightlifting; (10) world geography; (11) media production; and (12) daily preparation. (JDD)

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IDEAS AND SUGGESTIONS for Curricular Adaptations at the Secondary Level

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IDEAS AND SUGGESTIONS FOR CURRICULAR ADAPTATIONS AT THE SECONDARY LEVEL

This manual was developed in conjunction with the implementation of the Colorado Effective Education Model, a systems change project designed to develop best educational practices for students with severe disabilities. The development of the Colorado Effective Education Model as well as the development of this manual was supported through a federal grant from the Office of Special Education and Rehabilitation Services #84.086.

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COLORADO Effective Education Model

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INTRODUCTION

Meeting the educational and social needs of learners with diverse abilities is a challenge that many educators are faced with daily. As more students with the most significant support needs are being educated in regular education environments, it is becoming increasingly important to thoughtfully and collaboratively plan and implement instruction that meets the individual needs of each student.

Skilled and dedicated teachers all over Colorado are meeting this challenge with enthusiasm and creativity. While the authors of this manual hesitate to provide the reader with a "cookbook" of curricular adaptations, we are eager to share with you many ideas developed by educators, peers and families. Each of the specific ideas listed in this manual are adaptations designed for specific students in order to better meet their goals and objectives. In most cases, these students have significant learning challenges and diverse educational and support needs. It is our sincere hope that each reader will utilize a team problem-solving process to match individual student needs and goals with the regular education curriculum and that for every adaptation idea that is tried, team members will have a clear rationale for why the adaptation is selected and how it will benefit the learner.

The success of meeting student needs in regular education environments is dependent upon thoughtful planning, ongoing problem solving, an openness to new ideas and a commitment to frequent evaluation. The processes described in this manual for identifying student outcomes within the context of regular education curriculum/activities are critical if students are to receive maximum benefit from their education and if adults are to feel positive about their contribution to the student's learning.

For ease of reference, the curriculum adaptation section is divided into content areas, both academic and non-academic. These content areas are arranged in a traditional manner and, while the authors realize that many teachers offer an integrated curricular focus delivered through innovative instructional designs, our hope is that each reader will creatively apply the ideas from selected sections in a useful manner.

The word "teacher" is used throughout this manual. This term is used to describe any service provider who assists a student in his/her learning process.

WHAT ARE CURRICULAR/INSTRUCTIONAL ADAPTATIONS?

There are a myriad of ways to adapt curriculum and instruction. When an educational team decides that a student can not receive full benefit from the regular education curriculum as it is routinely offered, involvement in the problem-solving process begins to identify the range of alterations that might be helpful to increase student participation and mastery of identified learning outcomes.

A curricular/instructional adaptation is any change that alters the content of the curriculum or the way the curriculum is routinely presented. Adaptations can be made to the:

1. focus of the curriculum;
2. sequence of the curriculum;
3. manner in which the curriculum is taught;
4. manner in which mastery of the curriculum is assessed;
5. relevant context utilized to teach curricular objectives;
6. instructional delivery based upon student's individualized learning style; and
7. activities utilized to teach the curricular concepts.

Many of us use adaptations in our own lives. Persons who have difficulty getting up in the morning, sometimes set two different alarm clocks. Some of us inclined to be perpetually late, set our clocks 10 minutes early to "fool" us into being on time. A few of us can't imagine a life without "yellow stickies" or date books to remind us of what needs to be done and many of us requiring vision correction would rarely go anyplace without our glasses or contact lenses.

Most of us wouldn't think of borrowing someone else's adaptation unless it worked well for us. Each of us designs and utilizes ways to adapt our environment that assist us in functioning more effectively and efficiently. We each make individual decisions as to whether those adaptations are temporary or become a permanent part of our lives and we do not continue to use them unless they are successful.

Decisions around curricular instructional adaptations should always be purposeful. Specific learner needs and identified learning outcomes should drive all decisions. Careful observation, thoughtful educational planning and systematic evaluation, will

guide decisions as to which adaptations are needed. Observation of student functioning in identified regular education environments will assist in determining whether curricular/instructional adaptations are needed and if so, which adaptations best support these identified needs.

Caution is advised when making generalized assumptions that adaptations will be needed for all activities. Oftentimes, students can learn to follow typical routines, master curricular content, and engage in appropriate social interactions once they are given opportunities to be valued members in regular education environments. Sometimes the limitations are not the student's, but rather are due to the diminished expectations of others. Care must be given to insuring that adaptations are evaluated on an ongoing basis to assess whether they continue to serve the purpose for which they were originally designed.

General guidelines for designing and implementing adaptations include considerations such as:

1. maximizing student participation and interaction;
2. enhancing the respect and dignity of the person using the adaptation;
3. promoting interdependence;
4. building on learner strengths;
5. increasing self-esteem and;
6. ease of use across school and community settings.

Many teachers are beginning to utilize a relatively new resource for creative adaptation ideas by involving typical peers in problem-solving processes. Peers and classmates often have wonderfully unique abilities to "know" what their classmate needs to be a fully participative member of a regular education class. We would encourage each of you to tap into this resource. The ability of students to both brainstorm and implement a variety of ways to support their friends and fellow classmates has been described as being both refreshing and amazing.

ADAPTATIONS . . . IN GENERAL

There are many types of general adaptations that might be made to enhance the learner's participation and level of mastery. Many teachers routinely make these changes to better fit their personal teaching style and/or the diverse learning styles of their students. Categories for non-curricular specific adaptations involve such areas as: environment, materials, assistance and presentation. Each of these will be discussed with examples given of general adaptations.

Adaptations to the **environment** involve altering the classroom or other instructional environments to make it more conducive to learning. Learners, because of their individual learning style and preferences, often require different characteristics in their instructional environments. Some learners make these alterations quite easily across learning activities and independent of adult assistance. For other learners, it becomes more incumbent on the adults to structure these characteristics into each learning environment.

In designing environmental adaptations, consider the student's senses including vision, hearing, touch and smell.

- seat student close to the board
- seat student away from the glare of the window
- make a carrel or a visual screen available
- provide a slant board for placement of books and papers
- differentiate hall locker using textured materials
- use colored dot stickers to designate important activities on the classroom schedule.

Consider also, the learner's minimal toleration of movement or frequent desire to move; organizational abilities/preferences; need for enhanced or reduced sensory stimulation; as well as the preference to work independently or in a group.

- offer additional storage space away from student's desk
- place work space in the middle of classroom activity
- attach backpack to back of desk with learning materials

- laminate a photograph schedule with pictures of materials needed for each time/activity period
- provide opportunities for students to work together
- structure classroom jobs that require purposeful movement in the classroom
- make headphones available to mask background noise.

Adaptation to **materials** involves altering the materials that the learner uses. Students can learn to provide their own material adaptations, self-advocate for their individualized needs and/or increase their mastery of a given skill or task utilizing material adaptations designed and provided by another person in their learning environment.

In designing material adaptations, consider the student's learning style; visual/perceptual, auditory and motor abilities and preferences; cultural preferences; and strengths and interests.

- provide enlarged printed materials
- allow student to choose preferred materials
- equip computer with head switch to activate off/on

- tape record reading assignment and test review questions
- select food items in home economics based on student's cultural preferences

Consider also, the learner's potential to demonstrate the curricular proficiencies in an alternative manner. Frequently, a variety of skills can demonstrate mastery of the same or similar curricular objectives.

- solve worksheet math problems using a calculator
- activate pre-programmed answers on assistive communication device to answer classroom questions
- eye-gaze to the correctly spelled word
- utilize both picture and word cues to return supplies to proper place

Adaptations to the **presentation** of the curricular content include: altering presentation format in both level and intensity; utilizing an array of presentation methods, combining a variety of strategies to engage learner participation, and articulating clear learner expectations. Successful student learning can be facilitated via curricular content delivered in effective and relevant ways.

In designing adaptations to presentations, consider the student's capability to process, retain and generalize information.

- simultaneous with verbal presentation, highlight key points on overhead
- use different colored chalk when recording information on board
- provide structured fill-in-the-blank forms for guided practice on note-taking during class lecture
- video tape presentations for subsequent student review
- reinforce practice of new skills utilizing a variety of board games
- encourage students to role play comprehension of instructions

Consider also, the learner's individualized needs within the direct instructional format including the learner's ability to sustain attention; preferences along the continuum from active, hands-on learning to passive participation; as well as the learner's ability to transition from one activity or curricular focus to the next.

- allow student to self-monitor need for movement throughout the lecture
- incorporate "turn to your neighbor and discuss one key point" throughout the presentation
- alternate presentation of map reading skills with a team scavenger hunt
- using recorded music, cue class to 5 minute time limit to completion of period
- provide the student with a bell to ring to indicate desire to answer a question

The use of **assistance provided by another person** as an adaptation can provide the essential support necessary to maximize active participation for identified learners. Some students because of physical, instructional, behavioral, or communicative abilities may benefit from utilizing personal assistance options. Typically, personal assistance takes one of two forms; that which is or can be naturally occurring within any given instructional environment (e.g., a classmate helps his/her fellow classmate find his homework assignment) or that which is purposefully designed and artificially added to the instructional environment (e.g., paraprofessional provides additional direct instruction to student using augmentative communication device in a Foreign Language class).

When using assistance provided by another person as an adaptation, consider both the short term and long range effects of such adaptations.

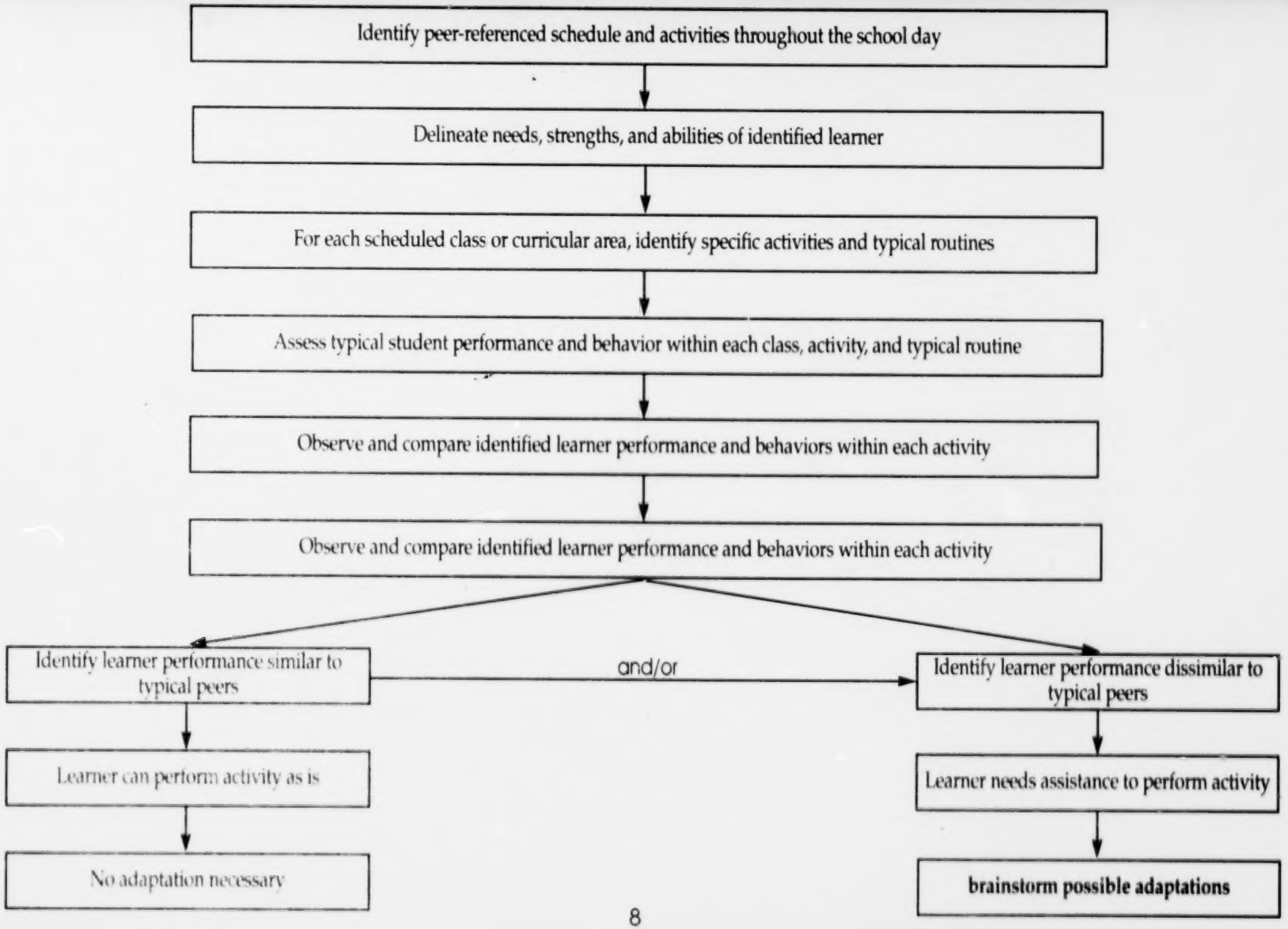
- student becomes dependent upon one service provider and does not follow directions given by other instructors
- peers are reluctant to invite a student to "hang out" because an adult is always close by
- teacher gives instructions to personal assistant rather than directly to the student
- additional intense instruction can be provided by an adult thereby enabling the student to learn the skill faster
- time-limited direct observation and/or implementation of instruction by an additional service provider facilitates more effective problem-solving with the classroom teacher
- teaching students to assist each other creates a sense of classroom community and cooperation.

Consider also, the learner's preference for personal assistance; the ability to accept assistance from different people; how the utilization of personal assistance affects others' perceptions of the learner; the ability of adults to fade artificial supports to more natural supports as well as the availability of identified assistance.

- student chooses, by pointing to classmate, who he/she wants to work with in cooperative group
- classmates alternate who will help student tape record his homework assignment
- paraprofessional is assigned to the 6th grade class rather than being assigned to specific student
- classroom teacher models effective way for peers to provide hand-over-hand guidance to assist classmate to write in daily journal
- student planning team meets weekly and identifies critical times for personal assistance throughout the week and matches with resource availability

The designing of curricular and/or instructional adaptations should be a collaborative process between students, educators, and peers where possible, in order to provide effective and efficient supports that maximize the successful participation of diverse learners in regular education classroom. We hope that this manual will provide educational planning teams with an effective decision-making process as well as some practical and functional suggestions to include all learners.

DECISION-MAKING FRAMEWORK FOR USING ADAPTATIONS


Identify peer-referenced schedule and activities throughout the school day
Delineate needs, strengths, and abilities of identified learner
For each scheduled class or curricular area, identify specific activities and typical routines
Assess typical student performance and behavior within each class, activity, and typical routine
Observe and compare identified learner performance and behaviors within each activity
Observe and compare identified learner performance and behaviors within each activity
Identify learner performance similar to typical peers
and/or
Identify learner performance dissimilar to typical peers
Learner can perform activity as is
Learner needs assistance to perform activity
No adaptation necessary
brainstorm possible adaptations

Case Study

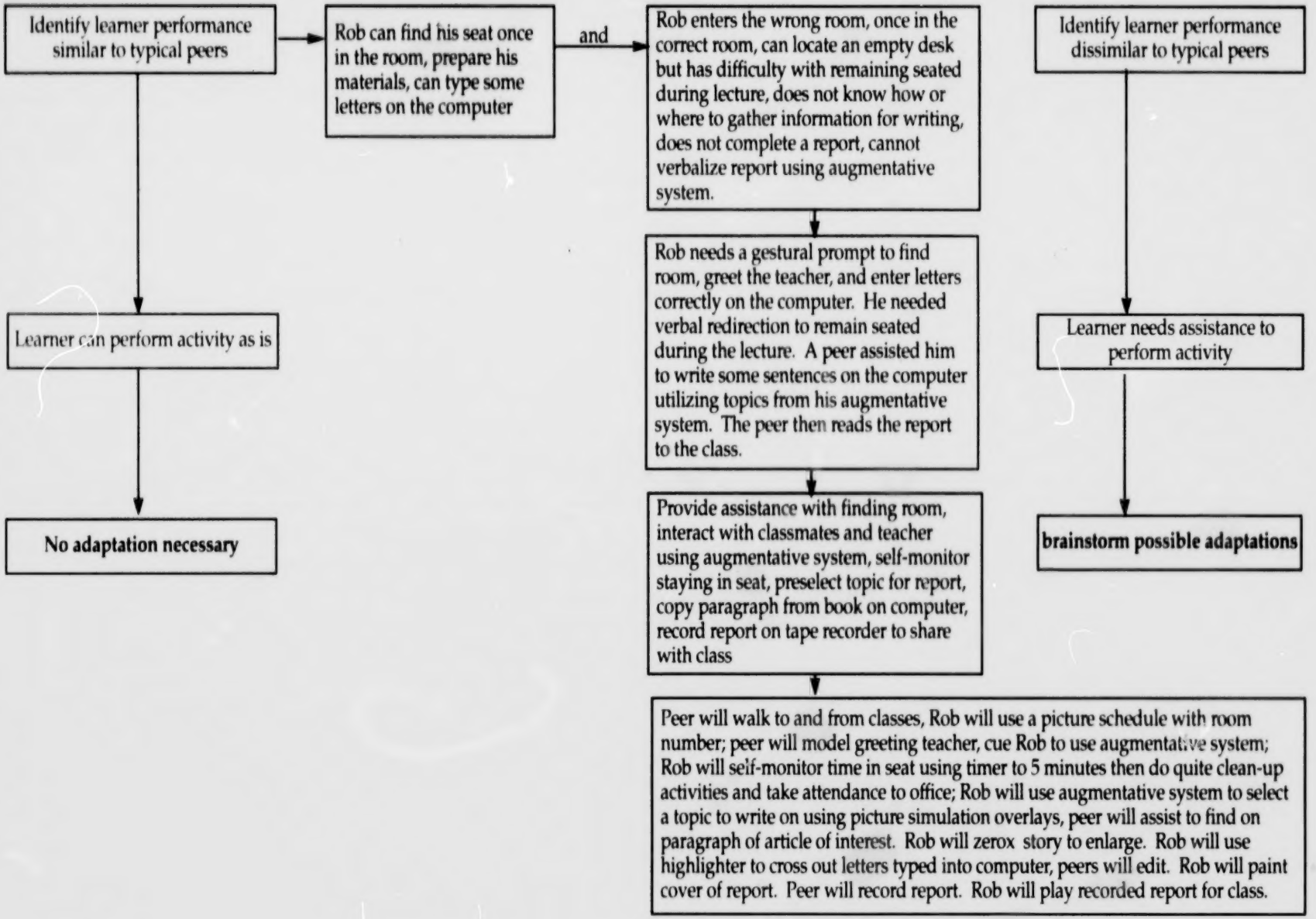
Rob is an 11th grade student at Park View High School. Rob, his family, friends, and educators have developed a schedule for Rob this semester that includes English Literature, Basic English Composition I, Computer Graphics, Art II, Home Economics, and Physical Education. In addition to these classes, Rob will be an office assistant after his lunch period for a half an hour. Rob and his planning team developed this schedule based on Rob's instructional needs, his interests, and his strengths. Rob is an outgoing and energetic guy who likes spice in his life. He has a great interest in the computer and likes to play computer games, do some data input, and would like to learn how to do computer graphics. He shows promising talent in his art abilities and has enjoyed taking art classes in past years. He also likes books and maga-zines if they have illustrations with the story. Rob enjoys hanging out with the crowd, although some-times he has difficulty holding a conversation with others since he has recently become a user of an augmentative communication system with a synthesized voice.

If peers, teachers, or family have difficulty understanding what he is trying to communicate, Rob can become frustrated and communicate that emotion through screaming or kicking at others. Therefore, in order to self-advocate and make choices about his life, Rob and his planning team feel that learning to use his communication system to express himself is critical. In addition, developing techniques for initiating or responding to interactions with his peers and other community members are skills that Rob will require for adult life. Since Rob has such a strong interest in the computer, increasing his computer abilities within his classes will increase his career options as he begins to look at options for college and employment. Other areas that the planning team has defined as Rob's current educational needs include the ability to stay with an activity until completion, increasing his functional reading skills, and continuing to maintain his fine motor skill through accessing technology, including the computer, copy machine, adding machine, etc.

To successfully support his educational needs, the planning team reviewed each class or activity that Rob was involved in to make decisions about general and specific adaptations needed for Rob to successfully participate. The following example is the decision-making process that was utilized to support Rob's learning in English Composition I.

DECISION-MAKING FRAMEWORK FOR USING ADAPTATIONS

Identify peer-referenced schedule and activities throughout the school day	11th grade students are required to take a variety of core classes, including science, English, math, literature, and foreign languages, and have a choice of electives. Students also participate in extracurricular activities, including clubs, sports and community services. Many students choose to go off campus for lunch period.
Delineate student needs, strengths, and abilities	Rob needs to engage in appropriate and reciprocal interactions with classmates, utilize his augmentative communication system, make choices about his life, engage in activities for longer periods of time, increase functional reading skills, and enhance his computer and art skills.
For each scheduled class or curricular area, identity specific activities and typical routines	Within the English Composition I course, students are required to listen during lecture time; engage in group discussion regarding various styles and techniques of writing; attend to directions, instructions; choose topics for writing; gather pertinent information for writing reports, stories, articles, ect.; write draft/final copies for report (4 completed papers are required throughout course); and submit and share completed reports.
Assess typical student performance and behavior within each class, activity and typical routine	Students taking English Composition I typically enter the classroom, sit in assigned seats, and get materials ready prior to teacher entry. Students usually reciprocate a greeting to the teacher and listen quietly to a 10 minute lecture period. Upon receiving directions, students usually: access the library for research materials, using writing materials or the computer lab to word process reports; review report with other students for editing; and hand final report in ti the teacher. Some students choose to orally share their report with classmates.
Observe and compare identified learner performance and behaviors within each activity	Rob has difficulty finding the correct room, he does not respond to the greeting of other students. He sits for approximately 2 minutes during the lecture before he gets out of his seat. During the writing activity, Rob looks at magazines with prompts or scribbles on a paper. when directed, he uses the computer to type words, but oftentimes skips letters within a word. He is not able to verbalize a report to the class.


Identify learner performance similar to typical peers
Rob can find his seat once in the room, prepare his materials, can type some letters on the computer
and
Rob enters the wrong room, once in the correct room, can locate an empty desk but has difficulty with remaining seated during lecture, does not know how or where to gather information for writing, does not complete a report, cannot verbalize report using augmentative system.
Rob needs a gestural prompt to find room, greet the teacher, and enter letters correctly on the computer. He needed verbal redirection to remain seated during the lecture. A peer assisted him to write some sentences on the computer utilizing topics from his augmentative system. The peer then reads the report to the class.
Provide assistance with finding room, interact with classmates and teacher using augmentative system, self-monitor staying in seat, preselect topic for report, copy paragraph from book on computer, record report on tape recorder to share with class
Peer will walk to and from classes, Rob will use a picture schedule with room number; peer will model greeting teacher, cue Rob to use augmentative system; Rob will self-monitor time in seat using timer to 5 minutes then do quite clean-up activities and take attendance to office; Rob will use augmentative system to select a topic to write on using picture simulation overlays, peer will assist to find on paragraph of article of interest. Rob will zerox story to enlarge. Rob will use highlighter to cross out letters typed into computer, peers will edit. Rob will paint cover of report. Peer will record report. Rob will play recorded report for class.
Identify learner performance dissimilar to typical peers
Learner can perform activity as is
No adaptation necessary
Learner needs assistance to perform activity
brainstorm possible adaptations

SECONDARY LEVEL

CONTENT: ENGLISH-LANGUAGE ARTS
SUBJECT: COMMUNICATION/BASIC COMPOSITION

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Increase communication skills through comprehending, generating and presenting various types of oral and written communication.	• Present short speeches in class about personal beliefs and current news topics	• Gather facts • Verbally generate central ideas • Sequence activities/events • Use correct grammatical/syntax formation	• Student selects a topic for speech using picture cue cards • Family assists by recording speech on tape player for student to activate with switch in class • Student cuts out article from newspaper to be read by peer • Student shares facts about self using augmentative communication device • Student signs speech, peer interprets for audience • Student holds up a sequence of photographs verbalizing main idea of each picture • Student selects a topic to write about by eye gazing to picture cards • Student shows videotaped news clip
	• Write complete thoughts in sentences sequencing to complete paragraph	• Demonstrate appropriate sentence structure • Use capitalization/punctuation • Space words appropriately • Use correct paper format • Utilize cursive writing or word processor checking for legibility and spelling	• Student dictates sentence/story to partner about topic area • Student uses communication board to construct a sentence • Student draws a picture sequence of a sentence/paragraph/story • Student writes complete thoughts and then read back to partner to check if comprehensive or not • Peer assists to tape record sentence/paragraph/story • Students uses aids such as spelling ace or spell utilities on computer to check spelling accuracy

SECONDARY LEVEL

CONTENT: ENGLISH-LANGUAGE ARTS
SUBJECT: COMMUNICATION/BASIC COMPOSITION

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Increase communication skills through comprehending, generating and presenting various types of oral and written communication.	• Memorize spelling and meaning of selected vocabulary words • Write short sentences incorporating weekly vocabulary words into structure	• Edit for correct spelling • Increase spelling skill • Increase vocabulary comprehension • Demonstrate correct alphabetization	• When given spelling word, student correctly identifies corresponding picture on communication system • Student selects two words from list to memorize • Student identifies correctly spelled words in a list • Peer gives the definition, student eye gazes to corresponding word • Student uses thesaurus on computer to define alternative words on vocabulary list • Given two pictures, student indicates correct use of words in a sentence • Student color codes first letters of each word to alphabetize word lists • Student uses computer program to alphabetize word list • Student eye gazes to alphabetized order to three words, peer records
	• Keep a daily journal, daybook, or learning log to document learning	• Demonstrate fluency of thought in writing • Write complete thoughts • Share personal experiences through written communication	• Family records daily activities in journal • Student draws pictures of relevant events in journal • Student records one descriptive word of daily learning events • Peer records daily learning events in journal for student • Student tape recorders relevant daily learning events, peers in a word processing class transcribes story

SECONDARY LEVEL

CONTENT: ENGLISH-LANGUAGE ARTS
SUBJECT: COMMUNICATION/BASIC COMPOSITION

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Increase communication skills through comprehending, generating and presenting various types of oral and written communication.Increase communication skills through comprehending, generating and presenting various types of oral and written communication.	• Write personal short stories	• Demonstrate basic reasoning structure through contrast/descriptive/ narrative/ comparative/expo-story/persuasive writing styles	• Student uses a computer or typewriter to write sentences, paragraphs, and story • Students uses a preprepared, fill-in-the-blank format for writing sentences, paragraphs, stories
	• Write an editorial for the school newspaper	• Produce written communication appropriate to purpose and audience	• With classmate assistance, student photographs a representation of the central idea for story • Student uses webbing to form a collage from a magazine which represents main theme of paragraph or story • With a peer team, student develops a video tape which sequences a collaborative story • Student writes one main idea of paragraphs within a story • Student chooses a pre-written story and on the computer to share with classmates • Student uses an art medium to describe story • Student uses a power pad with the unicorn board to share story aloud and answer questions • Student partners with classmate to type their paragraph/story into the computer • Student partners with peer to photograph subjects that reflect the content of peer's article

SECONDARY LEVEL

CONTENT: ENGLISH-LANGUAGE ARTS
SUBJECT: AMERICAN LITERATURE, POETRY, WORLD LITERATURE

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Develop an awareness and appreciation of various literary styles and forms	• Read a selection of short stories by national/international authors • Discuss cultural and experimental differences expressed through literature • Discuss main ideas, theme, styles of written works	• Read for meaning • Read for leisure • Recognize fiction vs non-fiction/reading vs non-reading • Recognize universal elements of literature • Recognize cultural differences	• Student listens/watches pre-recorded literature and/or filmstrips of story • Peer pre-records reading segment for choral reading, student activates switch when turn to read • Student draws pictures of main ideas • With peer partners, students acts out a scene in story • Student activates switch on recorder to play pre-recorded story • Peer reads story aloud for student • Given a pre-recorded menu of descriptive statements on communication systems, student expresses thoughts on stories
	• Select, read and critique types/forms of written material (i.e., novels, movies, newspaper, telephone book) • Read and discuss various forms, styles, and elements of poetry (e.g., hailku)	• Identify literary elements • Recognize the setting, character, and main ideas in each selected reading • Anticipate, predict, evaluate draw conclusion • Participate in group discussion	• Student identifies key words from paragraph to show comprehension of main idea • Students points to pictures of story content to answer comprehension questions • Family or peers record answers to homework questions on augmentative system for student to use to answer questions in class • Teacher asks questions that the student restates to answer • Teacher asks yes/no comprehension questions that student eye gazes to left or right to answer

SECONDARY LEVEL

CONTENT: ENGLISH-LANGUAGE ARTS
SUBJECT: AMERICAN LITERATURE, POETRY, WORLD LITERATURE

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Use technology to access information	• Access school and public library to check out books, films, cassettes, etc.	• Understand and use computer search system to locate book by author, date, and/or title and to check availability • Understand and use the card catalogue system to find location of book in library • Use Dewey Decimal System to locate books	• Peer assists student to check out book from library • Student uses augmentative system to elicit assistance from librarian • Student uses picture sequence card to input necessary information into computer • Student types in title of book, peer completes request for information on computer • Given verbal prompts by peer or librarian, student locates and correctly taps keys on computer • With a number card corresponding to shelf book can be located on, student locates correct aisle book can be found • Shown the selection of literary recordings/filmstrips, student chooses materials

SECONDARY LEVEL

CONTENT: SOCIAL STUDIES
SUBJECT: CURRENT EVENTS

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Develop strategies and expertise for questioning and exploring current social issues	• current events in newspapers, magazines, journals, etc. • Discuss current social issues from a variety of personal and cultural perspectives	• Access information from secondary sources • Read for meaning • Interpret experiences of others from personal and different social perspectives	• Student selects magazine or newspaper article to share with class. • Teacher, classmates, or family reads material to student • Student clips pictures from magazine for current event assignment • Student uses picture communication system to tell about article • Student demonstrates personal reaction to article through facial expressions
Utilize written and oral communication skills to recognize, analyze, and defend personal and multiple perceptions	• Participate in group panels and classroom debates • Write essays on current social issues and personal perceptions • Give dramatic presentations	•Participate in group discussion	• Student hold up prewritten cards with pro or con statements about topic of discussion • Student eye gazes their choice of winning debate team • Together with a peer, student selects and shows video tape of current issues in the lives of persons with differing abilities • Family assist student to record personal perceptions of persons with differing abilities, student activates switch to share with with class • Student activate a switch to signal answer to yes/no questions by peers • Student draws picture representations of essay • Students uses switch to scan and voice activate personal feelings about issues

SECONDARY LEVEL

CONTENT: SOCIAL STUDIES
SUBJECT: CURRENT EVENTS

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Utilize written and oral communication skills to recognize, analyze, and defend personal and multiple perceptions	• Participate in cooperative research projects and presentations regarding a current social issue	• Demonstrate appropriate teaming skills in a cooperative group effort • Use basic research skills (dictionary, encyclopedia) to gain information • Find materials using alphabetical sequencing and guide words • Use an outline format to develop structure • Synthesize information through notetaking • Use data as evidence to support ideas	• Student chooses team role through pointing to activity pictures • Student assists team with selecting a research/report topics using magazine pictures • Student retrieves/returns encyclopedias for team members using alphabet cue cards to match to guide letter • Peer assist student to glue picture cue symbols next to guide words in encyclopedias, dictionaries, etc., students finds words for peers as needed • Librarian or teacher uses zerox copier to enlarge printed material in encyclopedia so that student can trace over letters for report • Classmate highlights main words from research materials for student to enter into computer • Student video tapes peers giving reports, plays for classmates • Student illustrates content of report material using a variety of art mediums • Student uses a touchwindow on the computer to design cover for research article • Student holds up pictures during report

SECONDARY LEVEL

CONTENT: SOCIAL STUDIES
SUBJECT: FAMILY LIVING

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Understand roles and relationships within families	• Discuss various responsibilities to maintaining a family • Discuss traditional and non-traditional parenting roles within families • Prepare and share information on changes in family structures throughout the last century	• Identify daily family management skills • Understand changes in socio-economical foundations which have impacted the family structure	• Student draws pictures to illustrate various family activities • Student develops a slide show of his/her family activities to show to classmates • Librarian copies demographic information for student on the changing family, peers record for student to share in class • Student cuts out magazine pictures depicting different family structures • Student shares videotape about various adult living and family choices persons with disabilities have made • With a classmate, student records interview with homeless family • Using a graphics computer program, student accesses a switch to draw graphs for classmates reports
Increase awareness of interpersonal communication skills	• Discuss communication styles, do communication styles inventory	• Demonstrate understanding of basic communication skills in group activities • Recognize gender stereotypes and misconceptions	• Student eye gazes to personal choice of answer on communication styles inventory • Family members assist student with completing communication styles inventory • Peer assist student to develop report about the communication abilities of persons who are nonverbal. Student share information using an augmentative system.

SECONDARY LEVEL

CONTENT: SOCIAL STUDIES
SUBJECT: FAMILY LIVING

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Increase awareness of interpersonal communication skills	• Discuss differences in perceptions	• Recognize gender stereotypes and misconceptions	• Student points to pictures of gender stereotypes • Student types single word stereotypes about persons with disabilities for class discussion
Learn basic family living needs and demonstrate skills for planning to meet those needs	• With a partner, prepare a budget to support a family living situation for a month	• Gather information • Employ basic math skills to budget • Demonstrate basic problem-solving skills	• Student develops a budget form for class using a tables chart on the computer • Student cuts out newspaper grocery ads to develop a sample meals; peer and student visit grocery store to record item costs • With a classmate, student selects house out of real estate residential listing, calls for utility information, and records on budget chart. • Student uses pictures to demonstrate items for budget; classmate prepares corresponding budget • Student uses calculator to add budget items

SECONDARY LEVEL

CONTENT: SCIENCE
SUBJECT: LIFE SCIENCE

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Recognize the role science plays in our environment through understanding physical/chemical changes	• Group and individual reading of text • Observe/discuss in class demonstrations	• Recognize/identify chemical change • Understand the underlying elements that cause change • Distinguishing chemical vs. physical change • Recognize scientific technology through reading • Demonstrate understanding through oral discussion, reports, and tests	• Student activates switch to record class discussion for notes • Student copies notes highlighted in book • Student responds to yes/no with eye gaze • Student physically manipulates every- day objects to produce change • Student list/sequences change activities using word labels • Student cuts out illustrations/pictures of change to make a chart • Student answer two selected questions on test • Peers fill out test/forms that student answers verbally • Peer or parent coaches questions for oral test
	• Participate in chemistry labs • Brainstorm change experiences • Categorize change events and demonstrate through application	• Develop and use observation skills • Employ basic safety skills • Use equipment appropriately • Collect and analyze data • Record findings • Identify equipment and tools • Draw conclusions	• Student is assigned alternative lab group roles so that student gets equipment, shares class findings, etc. • Student points to items to demonstrate understanding of lab equipment • Student matches label to lab equipment items • Student cues classmates through vocalizations when the experiment is complete • Student records findings of group, plays for classmates • Student copies findings from classmates notes

SECONDARY LEVEL

CONTENT: SCIENCE
SUBJECT: LIFE SCIENCE

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Recognize the role science plays in our environment through understanding physical/chemical changes	• Develop a current event notebook • Read life/earth physical science articles • Share articles regarding science	• Notetaking • Gather information • Summarize • Give oral report • Problem-solving	• Student draws illustrations of scientific learning in daily journal • Student records daily scientific learning on tape recorder • Student cuts out newspaper articles relevant to topic and draws illustration to demonstrate comprehension • Student records a television program relevant to class content for report • Student uses switch to activate filmstrips of scientific material to share with classmates • Student selects relevant article, family records relevant information of communication system for student to share with classmates • Student videotapes classmates oral reports

SECONDARY LEVEL

CONTENT: SCIENCE
SUBJECT: ECOLOGY

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Develop an understanding of our environment through earth/water science	• Read and discuss the elements earth and water in relationship to our environment	• Read for information • Gather facts	• Peer takes notes, copies for student • Teacher makes copies of overhead for student • Family reads two paragraphs of content from text for student to answer questions in class • Student activates a switch to respond yes/no to question • Student views filmstrips and videos of ecosystems
	• Participate in class labs to determine elements of ecosystems	• Assign attributes • Categorize/classify elements according to attributes • Identify and demonstrate basic human survival skills	• Student holds up picture of water or earth when asked to classify elements • Student gathers resource materials (soil, rocks, shells, etc.) indigent to a certain area and places in shadow box to share with class • Student cuts pictures from magazine of various environmental/ecological topics, sort to classify, paste on tagboard • Student videotapes a nature walk with peer and shares critical earth attributes with classmates • Utilizing a switch to activate slide projector, student shares picture of natural elements critical to support life • Using an augmentative device, student verbalizes basic elements needed to support ecosystem

SECONDARY LEVEL

CONTENT: SCIENCE
SUBJECT: ECOLOGY

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
To increase knowledge of the living environment	• Conduct an investigation of the history of space exploration and use written communication to share information	• Develop investigative questions • Gather facts • Synthesize information • Report findings	• Utilizing a computer and assistance from peer, student writes a letter to NASA for information regarding current space exploration • Student shares literature received with classmates • Student selects film on space travel from library, shares with classmates • Teacher copies paragraph from space article, student word processes on computer • Student draws pictures of space travel
	• Design a life-supporting space ship	• Use problem-solving strategies • Create designs • Communicate through oral or written reports	• Student draws/colors background for design • Student eye gazes to materials needed for spaceship assembly • Student dots glue on parts for peers • Student assembles a model of a rocket • Student activates a switch to record group report on a tape recorder and shares with class • Student holds model up for viewing during group report

SECONDARY LEVEL

CONTENT: FOREIGN LANGUAGES
SUBJECT: SPANISH

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Develop basic vocabulary of the Spanish language Increase vocabulary within the Spanish language	• Recite daily lessons from book • Label classroom items • Sing songs in Spanish • Respond to questions • Write answers in Spanish to text exercises • Converse with classmates and teacher in Spanish	• Increase second language vocabulary • Recognize linguistic differences • Increase memorization skills • Respond to questions • Converse with others in a foreign language	• Student activates a switch to play pre-recorded assignment during group recitation • Teacher programs basic Spanish vocabulary words on augmentative system with picture representation of word for student to activate when asked a question • Student learns one new word per week • Given a choice of several pictures, student points to picture of Spanish vocabulary word • Student sequences pictures of sentence given in Spanish • Student signs words written in Spanish • Student copies pre-recorded answers to exercises • Student matches classroom items with Spanish word label • Student activates a switch for exercises/tests • Student uses gestures that signify meaning of words in song • Student activates a switch to play a pre-recorded story in Spanish

SECONDARY LEVEL

CONTENT: FOREIGN LANGUAGES
SUBJECT: SPANISH

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Develop an understanding of the Spanish culture	• Study the geographical features of Spain	• Demonstrate basic map skills	• Given a color cue dot, student points to Spain on a map of the world • Student eye gazes to various locations within Spain on the map • Student draws a map of Spain • Student colors in a peer-drawn map of Spain • With the assistance of a classmate, student develops a salt map of Span
	• Discuss differing lifestyles of the Spanish and American people	• Understand cultural differences	• Students shows filmstrip of Spanish history to classmates • Student paints picture of flag of Spain • Together with a classmate, student assembles a scaled model of a hacienda • Student locates pictures of Spanish clothing and shares with class
	• Prepare foods of the Spanish culture	• Categorize foods • Appreciate differences	• Student locates pictures of foods known to the Spanish culture from magazine • Student copies classmates recipes onto computer • Student draws a picture recipe card to share knowledge of foods known to the Spanish culture

SECONDARY LEVEL

CONTENT: MATHEMATICS
SUBJECT: BASIC MATH

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Apply basic mathematical problem-solving techniques to everyday activities	• Discuss the use of basic math facts • Solve basic math problems from workbook and in groups	• Memorize basic computation strategies	• Student uses flashcards with answers written on back to review math facts with a peer • Student eye gazes to numbers on an E-tran board for peers to calculate • Student writes answers to problem that peers help to solve • Given a set of answers, student matches answers to three problems • Student identifies positive and negative integers through sorting flashcards • Student copies answers to worksheet questions from a peer • Student traces over prewritten answer on test sheet • Using prerecorded answers, student uses augmentative device to answer review questions
	• Use a calculator to solve basic mathematical equations	• Use calculator	• Student enters dollar amounts of items from ads in papers into calculator • Student matches numbers on worksheets to numbers on calculator • Student uses a switch activated program on the computer to calculate answers to problems • Student eye gazes to number(s) and function that peer enters into calculator • OT glues different textures onto the keys of the calculator. Student solves problems that are coded with those textures

SECONDARY LEVEL

CONTENT: MATHEMATICS
SUBJECT: BASIC MATH

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Apply basic mathematical problem-solving techniques to everyday activities	• Figure percentages using various tables and graphs • Develop a minibusiness in a microsociety, approximate costs of various types of merchandise of business • Use monthly shopping list to approximate costs of food and merchandise to figure monthly budget • Calculate tax on everyday items	• Calculate basic percentage • Figure budgets • Calculate tax	• Student draws an actual item, uses a ruler to draw lines through. Peers assist to figure percentages • Student matches percentages to shaded areas on graph • Family records monthly expenditures for student to share with classmates • Student uses picture cards to reflect monthly expenditures • Student cuts out pictures of merchandise from a magazine for peers to figure approximate cost • Student eye gazes to items needed for a grocery shopping list, peer records • Student cuts out ads from newspaper, add total amount on calculator; peers assist with calculating tax • Student points to three dollar amounts for peers to add and calculate tax
	• Role play various purchasing activities • Quickly compute dollar amount needed for various purchases	• Demonstrate understanding of money	• Student demonstrates the use of rounding by using the next dollar strategy when role playing purchasing with classmates • Student matches coins to picture cards that illustrate and item and the amount needed • Student points to $1, $5, $10, and $20 bills when asked to identify • Student eye gazes to appropriate coins on tray when asked "how much" questions • Student practices putting bills and coins into appropriate location in wallet and purse

SECONDARY LEVEL

CONTENT: MATHEMATICS
SUBJECT: BASIC MATH

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Apply basic mathematical problem-solving techniques to everyday activities	• Role play various purchasing activities • Quickly compute dollar amount needed for various purchases • Balance a checkbook using income/ expenditures from microsociety	• Demonstrate understanding of money • Employ basic math concepts to maintain a balanced account of income/expenditures	• Teacher zeroxes pages from checkbook to enlarge for student • Student copies from classmates checkbook • Student uses calculator to perform functions in checkbook • Using computer activated by a switch, student balances three lines of a checkbook • Teacher highlights entries using different colored highlighters to code different functions (add/subtract) for student • Student partners with peer to eye gaze to function for peer to use when calculating balance

SECONDARY LEVEL

CONTENT: MATHEMATICS
SUBJECT: GEOMETRY

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Understand the form and function of various shapes in our world	• Learn the different geometric shapes, discuss mathematical application • Design geometric shapes	• Identify geometric shapes	• Using a draw program on the computer, student develops a worksheet of various angles for classmates to measure • Student discriminates between 90 degree and 180 degree angles by eye gazing to appropriate angle when asked • Student matches word label to geometrical figure • Student draws pictures with geometric figures • Together with a classmate, student develops a slide show using signs/gestures to identify shapes • Student uses string to make geometric shapes with peers • Student cuts pictures out of magazines which demonstrate various angles • Student assembles art figure using geometrical shapes made out of styrofoam • Student learns two new geometrical shapes per week • Given a list of questions for class discussion, family programs answers into student's augmentative system and labels with picture cue cards • Students and classmates photograph architectural designs within community which reflect geometric shapes

SECONDARY LEVEL

CONTENT: MATHEMATICS
SUBJECT: GEOMETRY

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Demonstrate the appropriate problem-solving strategies to computate mathematical problems	• Using problems in book, calculate degree, circumference, radius, and volume • Participate in cooperative learning groups during measurement labs	• Identify and demonstrate appropriate use of mathematical tools	• Student names or points to mathematical tool during class discussion • Student identifies the function of each mathematical tool by demonstrating use • Teacher color codes degree points on compass, student draws circles to match colors on worksheet • Student uses a prepared sheet illustrating angles and corresponding degrees to solve workbook problems • Student uses a ruler to draw the radius of circles on worksheets • Student collects everyday objects such as milk cartons, cans, etc. for classmates to figure volume • Student places objects on graph box and traces • Student uses a switch to record answers for cooperative group on tape recorder and play back when asked to report findings

SECONDARY LEVEL

CONTENT: DRAMA
SUBJECT: THEATER

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
To demonstrate skills to write, produce and perform a piece of drama through shared experience	• Write scripts	• Creative writing • Teaming • Creative thinking • Problem-solving	• Student chooses picture of character, peer write character into script • Student assists writing team with characterization through demonstrating facial features personifying character • Student dictates lines to classmates for script using an augmentative system • Student word processes script for classmates • Teacher enlarges script, highlighting spoken lines to cue student • Teacher and writing team provides student with non-speaking lines
	• Practice scenes • Dress rehearsal	• Verbal communication • Creative expression • Reading for meaning	• Student signs lines while peer interprets for audience • Peers record lines for student, student activates switch when cued • Peers cue for when to verbalize lines • Student cues classmates when to enter on stage • Student videotapes rehearsal for classmates
	• Prepare props for show		• Student assists classmates to select props using magazine pictures • Student uses a sponge to apply paint to props • Student eye gazes to appropriate position of props on stage
	• Give performance		• Student cues partner for lighting effects • Student illustrates program • Student activates tape player which classmates have recorded introduction • Student points to appropriate classmates as they are introduced

SECONDARY LEVEL

CONTENT: COMPUTER TECHNOLOGY
SUBJECT: KEYBOARDING

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Improve knowledge of keyboard by touch	• Practice correct finger placement on all rows of the keyboard	• Demonstrate correct posture for typing • Memorize keyboard/finger placement	• Teacher lowers computer desk for student to sit • OT engineers a slant keyboard holder for student • Teacher uses dots to color code letters on keyboard for practice • Teacher glues tactile representations on letters to assist student with finger placement • OT places colored magnifier over monitor for student to read screen • Students uses a touch window to word process letters • Student memorizes one keyboard placement or scanning location per week
Format business letters, memos, reports and tables	• Follow assignment pages from keyboard book • Review printed assignments for errors and correct	• Learn basic computer word processing features • Develop speed, pace, and accuracy in typing skills • Demonstrate written communication skills using technology	• Teacher enlarges pages of textbook using the copier • Student practices name, address, and phone during exercise practices • Student highlight each letter entered into keyboard to maintain place • Student uses a switch to scan complete words to enter on page • Given a computer graphic program, student activates a switch to develop designs

SECONDARY LEVEL

CONTENT: COMPUTER TECHNOLOGY
SUBJECT: KEYBOARDING

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Format business letters, memos, reports, and tables	• Learn and review various program features including format, filing, and editing	• Follow a format • Use various utility features of the computer program	• Given a computer graphic program, student activates a switch to develop designs for yearbook • Student fills in the blanks of a pretyped file
	• Use various program features to format business letters • Develop and utilize table formats • Develop memos to classmates		• Student uses a switch to scan letters, type in name at the bottom of a completed letter • Student runs a spellcheck on a peerscompleted business letter • Student copies the letter that a peer has completed • Student develops a telephone book using table program for class use • Student uses an eyebrow switch, scan and activate appropriate memo heading

SECONDARY LEVEL

CONTENT: MUSIC
SUBJECT: CHOIR

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Develop an understanding of music composition by identifying different musical symbols, notes, rhythm, tempo and style	• Identify meter and note values • Write notes per measure	• Identify notes • Match like values • Follow directions	• Student point to correct notes when asked to identify • Using color coded notes and meter values provided by the teacher, student matches note to meter value
Demonstrate appropriate breathing techniques for correct breathing while singing	• Sing and discuss different styles of music • Identify and discuss "f", "p", "<","> , etc., that are shown in written music • Participate in warm up exercises • Sing practice exercises	• Follow rhythms • Monitor tone, pitch, rhythm, and speed • Follow sequences • Memorize words/notes	• Student claps rhythm of song • Student blinks eyes to the rhythm of the music • Student memorizes one line of song • Student indicates preference of musical styles by pointing to picture highlighting musical era • Student smiles in response to high pitch, frown in response to low pitch
	• Sing choral music • Rehearse motions to songs • Develop props and costume in preparation for concert • Practice songs for concert • Attend and sing at scheduled concert		• Student uses a switch to activate a recorder, record practice session and play back for classmates • Student holds head in midline during practice sessions • Peer assist student to stand during performances • Student accesses a switch activated recorder to introduce each song to the audience

SECONDARY LEVEL

CONTENT: PHYSICAL EDUCATION
SUBJECT: WEIGHTLIFTING

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Improve knowledge of muscles, nutrition, weight techniques and form	• Learn and label various muscles in the body • Discuss and identify basic nutritional values of various foods • Keep a daily food/exercise journal	• Memorize • Demonstrate body concept • Make appropriate choices • Problem-solve nutritional menus • Organize notekeeping	• Given the name of the muscle, student points to appropriate muscle on their body • Student labels body part using prewritten labels • Student keeps a journal of menus using pictures • Using the computer, student places information about menu on program • Family records daily exercise and menu of student • Student demonstrates appropriate body posture during exercise • Peer prompts student with pre-test answers
	• Discuss and practice weight lifting forms	• Demonstrating safe physical movements	• Using OT or PT consultation, determine with student which part of the body to work on • Student self- initiates range of motion exercises • Student eye gazes to sequence of weight lifting equipment to use next

SECONDARY LEVEL

CONTENT: GEOGRAPHY
SUBJECT: WORLD GEOGRAPHY

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Identify the land, water and air formations of international countries	• Discuss various regions across the nation and current human-environmental interactions within those regions	• Recognize,identify, and label various geographical characteristics	• Student illustrates understanding of land formation through drawing various geographical characteristics • Student places labels on maps of various land formations to demonstrate understanding • Student uses augmentative communication system with picture cues of land formations to answer questions in class • With peer assistance, student constructs and paints a diorama of selected local land and air formations • With teacher or librarian assistance, student copies selected paragraphs regarding geographical features of selected locations and distributes to classmates
Identify resources and industry indigenous to international countries	• Collect topical maps of various locations from different time periods and discuss changes	• Demonstrate map reading skills • Identify industrial resources	• Student points or eye gazes to various locations on globe when asked to identify certain areas • Given two map outlines, student points to location of discussion • Student identifies two out of ten natural resources within a selected area by pointing to appropriate pictures.

SECONDARY LEVEL

CONTENT: GEOGRAPHY
SUBJECT: WORLD GEOGRAPHY

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Apply understanding of geographical, environmental, societal, and economic features of locations to make personal predictions	• Research and compare several locations and determine the most desirable place in which to live and work	• Gather and analyze factual information • Synthesize information to support choices	• Student activates a switch to share a filmstrip about a certain country • With peer assistance, student uses a table program to word process locations, critical geographical features, natural resources, and industry to share with classmates • Given three choices on a map, student points to a location to research with a peer • With peer/family assistance, student calls travel agencies to collect information on various countries. • With librarian assistance, student gathers informational magazine articles about selected location to share with class • Student uses switch to word process one paragraph taken from encyclopedia about location of choice • Student cuts and pastes pictures representing location and features for report • Student illustrates one fact about location through a drawing or painting • Student uses augmentative system to report on location and features to class • With peer/family assistance, student accesses local library to check out a videotape on selected location to share with classmates

SECONDARY LEVEL

CONTENT: COMMUNICATIONS
SUBJECT: MEDIA PRODUCTIONS

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Demonstrate technical use of media equipment, including photography equipment and video recorders	• Discuss parts of 35 mm camera, video recorder, and VCR • Practice photographing still life pictures in black and white	• Identify basic parts of media equipment • Demonstrate understanding of equipment operation	• Student matches appropriate label to equipment part • Student points or eye gazes to appropriate part of equipment when asked to identify • With a camera mounted to wheelchair, student uses switch to trip shutter • Student photographs classmates for use on communication system
Identify various styles of media composition	• Discuss and compare styles in photography • Complete a photographed self-portrait	• Identify different art forms • Employ various styles in camera work	• Student holds up corresponding photos when discussing different forms • Student visits art museum and gathers literature to share with classmates • Student cuts photos out of magazines depicting different styles of photography • Student cues peer by nodding to set timer for photograph • Using a switch to activate a computerized camera, student photographs self in various poses • Student eye gazes to self-portrait pose to share with class
Understand the elements of TV and radio broadcasting productions	• Prepare a broadcast for radio/newspaper release with photos	• Identify elements broadcast preparation • Demonstrate teaming skills in a cooperative group effort	• Student uses a switch to tape record a radio broadcast for group discussion • Student eye gazes to correct answer on E-tran board when asked questions regarding media production

SECONDARY LEVEL

CONTENT: COMMUNICATIONS
SUBJECT: MEDIA PRODUCTIONS

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Understand the impact of media presentation to the general public	• Prepare a broadcast for radio/newspaper release with photos	• Demonstrate characteristics of effective communication	• Student and family record a segment of a news broadcast to share for class discussion • Student points to picture to communicate topic choice for broadcast • Student uses prerecorded messages on augmentative communication system to verbalize lines during class broadcast • Student types newspaper article on word processor
Identify careers in media production	• Discuss various occupations within media and select one to research • Give a speech on a selected career option	• Identify various occupations within the field of communications	• Given pictures of media occupations, student points to choice for discussion • Family and student record interesting facts regarding student's selected occupation to share with classmates • With a peer, student videotapes interview with cameramen and preparation of TV broadcast to share with class • Student uses a switch activated projector to show classmates various slides of media occupations • Student, together with the Occupational Therapist, discuss the use adaptations and accommodations within media career to allow for employment of persons with disabilities

SECONDARY LEVEL

CONTENT: TYPICAL ROUTINE
SUBJECT: DAILY PREPARATION

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Entering school/preparing for days activities/following school schedule	• Get books out of locker/place unneeded items in locker • Move from class to class	• Organize materials • Manage personal belongings • Carry belongings from one setting to another • Demonstrate appropriate time management • Follow schedule • Make choices • Use appropriate behaviors	• Student uses key lock • Teacher color codes number combination to digital lock, student uses matches color to number • Peer assist student to open locker • Student shares a locker with peer • OT provides an adapted hook inside locker for student to hand coat • Teacher labels materials/books with pictures of classes student will need them for • Student uses a picture checklist of materials needed for each class • Student uses a picture schedule of day activities with room numbers listed on schedule to match to actual room numbers • Peer walks student to classroom • Student self-monitors passing time by setting a timer to indicate time allotted between classes
Follow classroom routine	• Locate chair/desk • Get appropriate materials ready • Listen quietly to announcement • Follow classroom routines • Prepare and move materials from setting to setting • Listen to teacher direction	• Follow directions • Listen • Take turns • Initiate conversation • Communicate an idea • Memorize information • Model peer performance • Demonstrate appropriate time management • Follow a schedule	• Teacher places colored dot on student's desk to cue seating arrangement • Student tape records announcement for those absent • Student tape records class lecture • Student copies peer notes • Teacher provides student with copy of overheads

SECONDARY LEVEL

CONTENT: TYPICAL ROUTINE
SUBJECT: DAILY PREPARATION

Curricular Outcomes	Activities	Basic Proficiencies	Adaptations
Follow classroom routine	• Listen quietly to lecture/information • Take notes • Answer questions, participate in discussion • Hand in homework assignments • Record homework assignments • Work on assignments for classtime • Participate in group activities	• Respond to questions • Follow directions • Listen • Take turns • Initiate conversation • Respond to questions • Communicate an idea • Memorize information • Model peer performance • Demonstrate appropriate time management • Follow a schedule • Demonstrate safe and appropriate materials management	• Student responds to yes/no questions using eye gaze • Teacher pre-records class questions on augmentative system, family assist student by recording answers for student to use in class • Student holds up card with appropriate response to teacher question • Student memorizes one important fact of curricular content to share with family/classmates • Student maintains appropriate body posture in chair with peer reminders • Student indicates need for assistance by pressing buzzer • Student matches to sample correct answers to test questions • Student uses a computer to input important class notes. zerox for all students • Student assists teacher with recording attendance • Student sets timer to monitor class time • Student signal the end of the class period